**Year 1: ASK Yourself!**

 **DRAMA: Component 1 – Devising Performance 40%**

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|  **S** | **Launching****Level 1** |  **Developing****Level 2** |  **Progressing****Level 3** |  **Mastering****Level 4** |
| **SKILLS** |  |  |  |
| **PRACTICAL PERFORMANCE** |
|  | **I can, WITH HELP create work that I can show ‘SOME ABILITY’ to…** | **I can** **REGULARLY create work that I can show ‘CLEAR ABILITY’ to…** | **I can SUCCESSFULLY & OFTEN create work that I can show ‘EFFECTIVE ABILITY’ to…** | **I canSKILFULLY create work that I can show ‘COMPREHENSIVE & SUSTAINED ABILITY ’ to…** |
| **AO2 Theatrical Skills in Performance(15 Marks)** | PERFORMER |
| * Creates a basic individual performance, demonstrating some ability to combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause.
* Practical performance isn’t always convincing as characterisation is sometimes an extension of your own mannerisms.
* Considers physicality and can show slight control when applying use of space, gesture, stillness, and stance.
* In performance there may be obvious lapses in focus, energy and confidence that detract from the overall performance.
* Demonstrates sometimes an understanding of style, genre, and theatrical conventions.
* A performer who can sometimes lack confidence.
 | * Creates a clear individual performance, demonstrating the ability to combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause.
* Practical performance has some elements that distinguish you from the role you are playing.
* Clearly considers physical control demonstrated when applying use of space, gesture, stillness and stance.
* In performance there is adequate focus, that will show energy and confidence that generally contributes to the overall performance.
* Demonstrates generally sound understanding of style, genre, and theatrical conventions.

A performer with some confidence. | * Creates an effective individual performance, demonstrating the ability to consistently combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause.
* Practical performance shows a consideration to embody a role physically and vocally.
* Effectively considers physical control demonstrated when applying use of space, gesture, stillness and stance.
* In performance there is a good focus, that will show energy and confidence that contributes to the overall performance.
* Demonstrates a good understanding of style, genre, and theatrical conventions.

A confident & well-rehearsed performer. | * Creates a secure individual performance, demonstrating the ability to consistently combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause.
* Practical performance shows skilfully the ability to embody a role physically and vocally and consider the impact of this role on an audience.
* Consistently considers physical control demonstrated when applying use of space, gesture, stillness and stance.
* In performance there is an outstanding focus, that will show energy and confidence that contributes to the overall performance.
* Demonstrates a very good understanding of style, genre, and theatrical conventions.
* A confident & well-rehearsed performer & cast member.

**Designer on thenext page.** |
| **DESIGNER** |
| * Creates a basic design, demonstrating limited ability to combine and apply design skills.
* Design may be uneven and lacks creativity.
* Design shows basic consideration of the practical application of their chosen area.
* Adequate use of elements to enhance mood, atmosphere and style and create impact.
* Design shows some understanding of the style and time period of the performance and its communication of this.
* Design does not have a ‘use’ by the actors.
* Students will buy or source design elements
 | * Creates a coherent design, demonstrating a clear ability to combine and apply skills.
* Design is appropriate, consistent and purposeful.
* Competent use of design elements to enhance mood, atmosphere and style and create impact with an understanding of time period and themes.
* Clear ability to create a design that supports the performers and their use of it.
* Design shows coherent understanding of the practical application of materials and production elements in performance.
* Students will buy/source designs with some additional design such as painting, dying, drawing, gels, editing a sound.
 | * Creates a secure design, demonstrating a convincing ability to employ and combine skills.
* All aspects of design are engaging and effective.
* Secure and sustained use of design elements to enhance mood, atmosphere and style and create impact with full understanding of time period and themes.
* Effective ability to create a design that supports the communication of devising to the audience, with consistent attention to design considerations that the actors use.
* In-depth design shows effective refinement and convincing creativity.
* Students will buy/source designs with elements of making which will involve, sewing, building, rigging, creating some elements from scratch.
 | * Creates an assured design, demonstrating an accomplished ability to employ and combine skills.
* All aspects of design are highly engaging, dynamic and skilful.
* Comprehensive and skilful use of design elements to enhance mood, atmosphere and style and create impact.
* Accomplished ability to create a design that supports the communication of creative intent to the audience, with comprehensive attention to design considerations are integrated within the performance for the actors to use.
* Design shows an accomplished level of refinement and innovation. Faultless creativity & final design.
* Students will buy/source designs with the majority of the design made from scratch. Including sewing, building, rigging, recording, plotting.
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| **WRITTEN COURSEWORK** |
| **K** | **Launching****Grades 1-2** | **Developing****Grades 3-4** | **Progressing****Grades 5-6** | **Mastering****Grades 7-9** |
| **KNOWLEDGE**  |  |  |  |
|  | **I can, WITH HELP offer knowledge of…** | **I can REGULARLY offer knowledge of….** | **I can SUCCESSFULLY & OFTEN offer knowledge of…** | **I can SKILFULLY & ALWAYS give knowledge of…** |
| **AO1 Process in Rehearsal & Performance (30 Marks)** | * In writing I can give basic explanations of the creative ideas of performance work.
* I can sometimes discuss rehearsals and performance work.
* I may describe what I/my group did rather than explain. refinement.
* For some students: I may not have completed the work, or it is well below word count.
 | * In writing I can give explanations of the creative ideas of performance work.
* I can distinguish and discuss rehearsals and performance work.
* I sometimes describe what I/my group did rather than explain using visual examples
 | * In writing I can give clear explanations of the creative ideas of performance work.
* I can distinguish and discuss rehearsals and performance work in a process.
* I give visual examples of what I/my group did to explain key moments and can say why I used these.
 | * In writing I can give detailed explanations of the creative ideas of performance work.
* I can distinguish and discuss rehearsals and performance work demonstrating and understanding of the devising process.
* I give visual examples of what I/my group did to explain key moments which I justify the creative decision.
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| **AO4 Evaluation & Analysis (15 Marsk)** | * I can consider an audience and say why I created the work.
* I may use limited and inconsistent use of drama terminology, which may not always be appropriate.
 | * I can consider an audience and say why I created the work and the impact it may create.
* I may use some drama terminology, but not as consistently as I should.
 | * I can consider an audience and say why I created the work and the impact it may create.
* I can discuss & evaluate what I learned in the process.
* My use of drama terminology is good and I use it correctly.
 | * I consistently consider an audience and say why I created the work and the impact it may create.
* I can discuss & evaluate what I learned in the process and make suggestions to improve work effectively.

My use of drama terminology is consistent and well used. |